INDEX TO VOLUME XL

Alexander, Patricia A., & Fives, Helenrose. Persuasion as a Metaphor for Teaching: A Case in Point, 242-248.
Allexsaht-Snider, Martha, & Hart, Laurie E. "Mathematics for All"—How Do We Get There? 93-101.
Already Reading Texts and Contexts: Multicultural Literature in a Predominantly White Rural Community. Jean Ketter and Cynthia Lewis, 175-183.
Alvermann, Donna E. Teaching as Persuasion: The Worthiness of the Metaphor, 278-283.
Analyzing Science Textbook Materials to Determine How "Persuasive" They Are. Marilyn J. Chambliss, 255-264.
Barton, Keith C. History Education and National Identity in Northern Ireland and the United States: Differing Priorities. 48-54.
Bloome, David, & Carter, Stephanie Power. Lists in Reading Education Reform, 150-157.
Carter, Stephanie Power, & Bloome, David. Lists in Reading Education Reform, 150-157.
Chambliss, Marilyn J. Analyzing Science Textbook Materials to Determine How "Persuasive" They Are, 255-264.
Chinn, Clark A., & Samarapungavan, Ala. Distinguishing Between Understanding and Belief, 235-241.
Colvin, Carolyn, & Whitehouse, Marianne. "Reading" Families: Deficit Discourse and Family Literacy, 212-219.
Computer Algebra Systems: Revolution or Retrofit for Today's Mathematics Classrooms? M. Kathleen Heid & Michael Todd Edwards, 128-136.
Crocco, Margaret Smith. The Missing Discourse About Gender and Sexuality in the Social Studies, 65-71.
Cross-Domain Explanation of the Metaphor "Teaching as Persuasion," A. Bradford S. Woods & Peter Demerath, 228-234.
Cross-National Conversation About Teaching From a Global Perspective, A: Issues of Culture and Power. A. Yao Quashigah & Angene H. Wilson, 55-64.
Curious George Gets Branded: Reading as Consuming. Daniel D. Hade, 158-165.
Demerath, Peter, & Woods, Bradford S. A Cross-Domain Explanation of the Metaphor "Teaching as Persuasion," 228-234.
Democratic Understanding: Cross-National Perspectives. Carole L. Hahn, 14-22.
Distinguishing Between Understanding and Belief. Clark A. Chinn & Ala Samarapungavan, 235-241.
Educating Democratic Citizens: A Broad View. Walter C. Parker, 6-13.
Educating the Educators: Rethinking Subject Matter and Methods. Stephen J. Thornton, 72-78
Edwards, Michael Todd, & Heid, M. Kathleen. Computer Algebra Systems: Revolution or Retrofit for Today's Mathematics Classrooms? 128-136.
Effectiveness of Persuasive Messages, The: Comparing Traditional and Computerized Texts. Joyce F. Long, Theresa A. Holleran, & Elizabeth Esterly, 265-269.
Enciso, Patricia E. Taking Our Seats: The Consequences of Positioning in Reading Assessments, 166-174.
Enciso, Patricia E., & Lewis, Cynthia. This Issue (Already Reading: Children, Texts, and Contexts), 146-149.
Epstein, Terry. Racial Identity and Young People's Perspectives on Social Education, 42-47.
Esterly, Elizabeth, Long, Joyce F., & Holleran, Theresa, A. The Effectiveness of Persuasive Messages: Comparing Traditional and Computerized Texts, 265-269.
Fives, Helenrose, & Alexander, Patricia A. Persuasion as a Metaphor for Teaching: A Case in Point, 242-248.
Franke, Megan Loef, & Kazemi, Elham. Learning to Teach Mathematics: Focus on Student Thinking, 102-109.
Griffith, Linda K., & McGehee, Jean J. Large-Scale Assessments Combined With Curriculum Alignment: Agents of Change, 137-144.
Hade, Daniel D. Curious George Gets Branded: Reading as Consuming, 158-165.
Hahn, Carole L. Democratic Understanding: Cross-National Perspectives, 14-22.
Hart, Laurie E., & Allexsaht-Snider, Martha. "Mathematics for All"—How Do We Get There? 93-101.
Heid, M. Kathleen, & Edwards, Michael Todd. Computer Algebra Systems: Revolution or Retrofit for Today's Mathematics Classrooms? 128-136.
Henry, Annette. The Politics of Unpredictability in a Reading/Writing/Discussion Group With Girls From the Caribbean, 184-189.
Herrera, Terese A., & Owens, Douglas T. The "New New Math"?: Two Reform Movements in Mathematics Education, 84-92.
History Education and National Identity in Northern Ireland and the United States: Differing Priorities. Keith C. Barton, 48-54.
Holleran, Theresa, A., Esterly, Elizabeth, & Long, Joyce F. The Effectiveness of Persuasive Messages: Comparing Traditional and Computerized Texts, 265-269.
Hynd, Cyndie. Persuasion and Its Role in Meeting Educational Goals, 270-277.
Jones, Evangelina Bustamante, Pang, Valerie Ooka, & Rodríguez, James L. Social Studies in the Elementary Classroom: Culture Matters, 35-41.
Kazemi, Elham, & Franke, Megan Loef. Learning to Teach Mathematics: Focus on Student Thinking, 102-109.
Ketter, Jean, & Lewis, Cynthia. Already Reading Texts and Contexts: Multicultural Literature in a Predominantly White Rural Community, 175-183.
Large-Scale Assessments Combined With Curriculum Alignment: Agents of Change. Jean J. McGehee & Linda K. Griffith, 137-144.
Learning to Teach Mathematics: Focus on Student Thinking. Megan Loef Franke & Elham Kazemi, 102-109.
Levstik, Linda. This Issue (Rethinking the Social Studies), 2-5.
Lewis, Cynthia, & Enciso, Patricia E.. This Issue (Already Reading: Children, Texts, and Contexts), 146-149.

INDEX TO VOLUME XL

Alexander, Patricia A., & Fives, Helenrose. Persuasion as a Metaphor for Teaching: A Case in Point, 242-248.
Allexsaht-Snider, Martha, & Hart, Laurie E. "Mathematics for All"—How Do We Get There? 93-101.
Already Reading Texts and Contexts: Multicultural Literature in a Predominantly White Rural Community. Jean Ketter and Cynthia Lewis, 175-183.
Alvermann, Donna E. Teaching as Persuasion: The Worthiness of the Metaphor, 278-283.
Analyzing Science Textbook Materials to Determine How "Persuasive" They Are. Marilyn J. Chambliss, 255-264.
Barton, Keith C. History Education and National Identity in Northern Ireland and the United States: Differing Priorities. 48-54.
Bloome, David, & Carter, Stephanie Power. Lists in Reading Education Reform, 150-157.
Carter, Stephanie Power, & Bloome, David. Lists in Reading Education Reform, 150-157.
Chambliss, Marilyn J. Analyzing Science Textbook Materials to Determine How "Persuasive" They Are, 255-264.
Chinn, Clark A., & Samarapungavan, Ala. Distinguishing Between Understanding and Belief, 235-241.
Colvin, Carolyn, & Whitehouse, Marianne. "Reading" Families: Deficit Discourse and Family Literacy, 212-219.
Computer Algebra Systems: Revolution or Retrofit for Today's Mathematics Classrooms? M. Kathleen Heid & Michael Todd Edwards, 128-136.
Crocco, Margaret Smith. The Missing Discourse About Gender and Sexuality in the Social Studies, 65-71.
Cross-Domain Explanation of the Metaphor "Teaching as Persuasion," A. Bradford S. Woods & Peter Demerath, 228-234.
Cross-National Conversation About Teaching From a Global Perspective, A: Issues of Culture and Power. A. Yao Quashigah & Angene H. Wilson, 55-64.
Curious George Gets Branded: Reading as Consuming. Daniel D. Hade, 158-165.
Demerath, Peter, & Woods, Bradford S. A Cross-Domain Explanation of the Metaphor "Teaching as Persuasion," 228-234.
Democratic Understanding: Cross-National Perspectives. Carole L. Hahn, 14-22.
Distinguishing Between Understanding and Belief. Clark A. Chinn & Ala Samarapungavan, 235-241.
Educating Democratic Citizens: A Broad View. Walter C. Parker, 6-13.
Educating the Educators: Rethinking Subject Matter and Methods. Stephen J. Thornton, 72-78
Edwards, Michael Todd, & Heid, M. Kathleen. Computer Algebra Systems: Revolution or Retrofit for Today's Mathematics Classrooms? 128-136.
Effectiveness of Persuasive Messages, The: Comparing Traditional and Computerized Texts. Joyce F. Long, Theresa A. Holleran, & Elizabeth Esterly, 265-269.
Enciso, Patricia E. Taking Our Seats: The Consequences of Positioning in Reading Assessments, 166-174.
Enciso, Patricia E., & Lewis, Cynthia. This Issue (Already Reading: Children, Texts, and Contexts), 146-149.
Epstein, Terry. Racial Identity and Young People's Perspectives on Social Education, 42-47.
Esterly, Elizabeth, Long, Joyce F., & Holleran, Theresa, A. The Effectiveness of Persuasive Messages: Comparing Traditional and Computerized Texts, 265-269.
Fives, Helenrose, & Alexander, Patricia A. Persuasion as a Metaphor for Teaching: A Case in Point, 242-248.
Franke, Megan Loef, & Kazemi, Elham. Learning to Teach Mathematics: Focus on Student Thinking, 102-109.
Griffith, Linda K., & McGehee, Jean J. Large-Scale Assessments Combined With Curriculum Alignment: Agents of Change, 137-144.
Hade, Daniel D. Curious George Gets Branded: Reading as Consuming, 158-165.
Hahn, Carole L. Democratic Understanding: Cross-National Perspectives, 14-22.
Hart, Laurie E., & Allexsaht-Snider, Martha. "Mathematics for All"—How Do We Get There? 93-101.
Heid, M. Kathleen, & Edwards, Michael Todd. Computer Algebra Systems: Revolution or Retrofit for Today's Mathematics Classrooms? 128-136.
Henry, Annette. The Politics of Unpredictability in a Reading/Writing/Discussion Group With Girls From the Caribbean, 184-189.
Herrera, Terese A., & Owens, Douglas T. The "New New Math"?: Two Reform Movements in Mathematics Education, 84-92.
History Education and National Identity in Northern Ireland and the United States: Differing Priorities. Keith C. Barton, 48-54.
Holleran, Theresa, A., Esterly, Elizabeth, & Long, Joyce F. The Effectiveness of Persuasive Messages: Comparing Traditional and Computerized Texts, 265-269.
Hynd, Cyndie. Persuasion and Its Role in Meeting Educational Goals, 270-277.
Jones, Evangelina Bustamante, Pang, Valerie Ooka, & Rodríguez, James L. Social Studies in the Elementary Classroom: Culture Matters, 35-41.
Kazemi, Elham, & Franke, Megan Loef. Learning to Teach Mathematics: Focus on Student Thinking, 102-109.
Ketter, Jean, & Lewis, Cynthia. Already Reading Texts and Contexts: Multicultural Literature in a Predominantly White Rural Community, 175-183.
Large-Scale Assessments Combined With Curriculum Alignment: Agents of Change. Jean J. McGehee & Linda K. Griffith, 137-144.
Learning to Teach Mathematics: Focus on Student Thinking. Megan Loef Franke & Elham Kazemi, 102-109.
Levstik, Linda. This Issue (Rethinking the Social Studies), 2-5.
Lewis, Cynthia, & Enciso, Patricia E.. This Issue (Already Reading: Children, Texts, and Contexts), 146-149.

Lewis, Cynthia, & Ketter, Jean. Already Reading Texts and Contexts: Multicultural Literature in a Predominantly White Rural Community, 175-183.
Lists in Reading Education Reform. David Bloome & Stephanie Power Carter, 150-157.
Long, Joyce F., Holleran, Theresa, A., & Esterly, Elizabeth. The Effectiveness of Persuasive Messages: Comparing Traditional and Computerized Texts, 265-269.
"Mathematics for All"—How Do We Get There? Martha Allexsaht-Snider & Laurie E. Hart, 93-101.
McGehee, Jean J., & Griffith, Linda K. Large-Scale Assessments Combined With Curriculum Alignment: Agents of Change, 137-144.
McNeal, Betsy, Pape, Stephen, & Owens, Douglas. This Issue (Realizing Reform in School Mathematics), 82-83.
Meacham, Shuaib J. Vygotsky and the Blues: Re-Reading Cultural Connections and Conceptual Development, 190-197.
Medina, Carmen. When *Jerry Springer* Visits Your Classroom: Teaching Latina Literature in a Contested Ground, 198-204.
Milambiling, Joyce. Opening Minds or Changing Them? Some Observations on Teaching Introductory Linguistics, 249-254.
Missing Discourse About Gender and Sexuality in the Social Studies, The. Margaret Smith Crocco, 65-71.
Murphy, P. Karen. Teaching as Persuasion: A New Metaphor for a New Decade, 224-227.
Murphy, P. Karen. This Issue (Teaching as Persuasion), 222-223.
"New New Math"? The: Two Reform Movements in Mathematics Education. Terese A. Herrera & Douglas T. Owens, 84-92.
Noddings, Nel. The Care Tradition: Beyond "Add Women and Stir," 29-34.
Opening Minds or Changing Them? Some Observations on Teaching Introductory Linguistics. Joyce Milambiling, 249-254.
Owens, Douglas T., & Herrera, Terese A. The "New New Math"?: Two Reform Movements in Mathematics Education, 84-92.
Owens, Douglas, McNeal, Betsy, & Pape, Stephen. This Issue (Realizing Reform in School Mathematics), 82-83.
Pang, Valerie Ooka, Rodríguez, James L., & Jones, Evangelina Bustamante. Social Studies in the Elementary Classroom: Culture Matters, 35-41.
Pape, Stephen J., & Tchoshanov, Mourat A. The Role of Representation(s) in Developing Mathematical Understanding, 118-127.
Pape, Stephen, Owens, Douglas, & McNeal, Betsy. This Issue (Realizing Reform in School Mathematics), 82-83.
Parker, Walter C. Educating Democratic Citizens: A Broad View, 6-13.
Persuasion and Its Role in Meeting Educational Goals. Cyndie Hynd, 270-277.
Persuasion as a Metaphor for Teaching: A Case in Point. Helenrose Fives & Patricia A. Alexander, 242-248.
Politics of Unpredictability in a Reading/Writing/Discussion Group With Girls From the Caribbean, The. Annette Henry, 184-189.
Quashigah, A. Yao, & Wilson, Angene H. Cross-National Conversation About Teaching From a Global Perspective, A: Issues of Culture and Power, 55-64.
Racial Identity and Young People's Perspectives on Social Education. Terrie Epstein, 42-47.
"Reading" Families: Deficit Discourse and Family Literacy. Marianne Whitehouse & Carolyn Colvin, 212-219.
Rodríguez, James L., Jones, Evangelina Bustamante, & Pang, Valerie Ooka. Social Studies in the Elementary Classroom: Culture Matters, 35-41.
Role of Representation(s) in Developing Mathematical Understanding, The. Stephen J. Pape & Mourat A. Tchoshanov, 118-127.
Samarapungavan, Ala, & Chinn, Clark A. Distinguishing Between Understanding and Belief, 235-241.
Social Action in the Social Studies: From the Ideal to the Real. Rahima C. Wade, 23-28.
Social Studies in the Elementary Classroom: Culture Matters. Evangelina Bustamante Jones, Valerie Ooka Pang, & James L. Rodríguez, 35-41.
Taking Our Seats: The Consequences of Positioning in Reading Assessments. Patricia E. Enciso, 166-174.
Tchoshanov, Mourat A., & Pape, Stephen J. The Role of Representation(s) in Developing Mathematical Understanding, 118-127.
Teaching as Persuasion: A New Metaphor for a New Decade. P. Karen Murphy, 224-227.
Teaching as Persuasion: The Worthiness of the Metaphor. Donna E. Alvermann, 278-283.
Teaching Differently: Creating Opportunities for Learning Mathematics. Terry Wood, 110-117.
The Care Tradition: Beyond "Add Women and Stir." Nel Noddings, 29-34.
This Issue (Rethinking the Social Studies). Linda Levstik, 2-5.
This Issue (Realizing Reform in School Mathematics). Stephen Pape, Douglas Owens, Betsy McNeal, 82-83.
This Issue (Already Reading: Children, Texts, and Contexts). Patricia E. Enciso & Cynthia Lewis, 146-149.
This Issue (Teaching as Persuasion). P. Karen Murphy, 222-223.
Thornton, Stephen J. Educating the Educators: Rethinking Subject Matter and Methods, 72-78
Vygotsky and the Blues: Re-Reading Cultural Connections and Conceptual Development. Shuaib J. Meacham, 190-197.
Wade, Rahima C. Social Action in the Social Studies: From the Ideal to the Real, 23-28.
"Wax On/Wax Off": Helping Preservice Teachers "Read" Themselves, Children, and Literature. Shelby A. Wolf, 205-211.

When *Jerry Springer* Visits Your Classroom: Teaching Latina Literature in a Contested Ground. Carmen Medina, 198-204.
Whitehouse, Marianne, & Colvin, Carolyn. "Reading" Families: Deficit Discourse and Family Literacy, 212-219.
Wilson, Angene H., & Quashigah, A. Yao. Cross-National Conversation About Teaching From a Global Perspective, A: Issues of Culture and Power, 55-64.
Wolf, Shelby A. "Wax On/Wax Off": Helping Preservice Teachers "Read" Themselves, Children, and Literature, 205-211.
Wood, Terry. Teaching Differently: Creating Opportunities for Learning Mathematics, 110-117.
Woods, Bradford S., & Demerath, Peter. A Cross-Domain Explanation of the Metaphor "Teaching as Persuasion," 228-234.

TIP